

EDUCATION & YOUTH COMMITTEE of the Suffolk County Legislature

Minutes

A regular meeting of the Education & Youth Committee of the Suffolk County Legislature was held in Rose Y. Caracappa Legislative Auditorium of the William H. Rogers Legislature Building, Veterans Memorial Highway, Hauppauge, New York, on **February 15, 2001**.

MEMBERS PRESENT:

Legislator Vivian Fisher - Chairman
Legislator Angie Carpenter - Vice-Chair
Legislator Jon Cooper
Legislator Fred Towle
Legislator Andrew Crecca

MEMBERS NOT PRESENT:

Legislator Brian Foley - Excused Absence

ALSO IN ATTENDANCE:

Paul Sabatino - Counsel to the Legislature
Elizabeth Nostrand - Aide to Legislator Fisher
Fred Pollert - Director/Budget Review Office
Jim Spero - Deputy Director/Budget Review Office
Tom Cunningham - Chief Auditor/Budget Review Office
Thomas Donovan - Aide to Presiding Officer Tonna
Barbara LoMoriello - Aide to Legislator Cooper
Nicole DeAngelo - County Executive's Office/IR
Sal LaLima - President/Suffolk County Community College
Michael Hollander - Trustee/Suffolk County Community College
Ellen Schuller-Mauk - The Faculty Association
Barbara Jordan - Community Resource Database of Long Island
Noreen Stackpole - Community Resource Database of Long Island
Tom Williams - Director/Suffolk Community Council
Emie Endo - Newsday
All Other Interested Parties

MINUTES TAKEN BY:

Alison Mahoney - Court Stenographer

(*The meeting was called to order at 1:34 P.M.*)

CHAIRPERSON FISHER:

Good afternoon, everybody. Welcome to the Education and Youth Committee. Please join us in saying the Pledge of Allegiance that will be led by Legislator Towle.

Salutation

And as you can see, many of us are wearing our requisite red or pink today to celebrate St. Valentine's Day and a happy Valentine's Day to everybody.

We have just a few items on the agenda. We will go to the agenda first, Legislator Carpenter has asked -- has requested that we do that, and then we will be having a presentation by the Middle Country Library on the Community Resource Database.

In case anyone doesn't recall, I have secured a \$10,000 line in the budget two years ago to provide a subscription to the Community Resource Database for every high school in Suffolk County and for the training of personnel from the high schools in the use of the Community Resource Database. Because the orientation wasn't completed and being that the school year doesn't coincide perfectly with the calendar year, the County Executive had recommended continuing the subscription for another year. So every high school in Suffolk County does have the Community Resource Database available in their library as a subscription. So we will be seeing a presentation today by Barbara Jordan from the Middle Country Library who runs the program. And of course we have with us Dr. Sal LaLima, President of Suffolk Community College, to discuss community college issues with us.

TABLED PRIME RESOLUTIONS

So getting to the agenda, 2007-01 - Reappointing Charles L. Lauer to the Suffolk County Community College Board of Trustees (Guldi). I was going to recommend that this be withdrawn but Legislator Guldi asked me if I could just table it for one more cycle. So I will make a motion to table.

LEG. CARPENTER:
Second.

CHAIRPERSON FISHER:
Seconded by Legislator Carpenter. All in favor? Opposed? 2007 is tabled (VOTE: 5-0-0-1 Not Present: Legislator Foley).

2284-01 - Appointing William D. Moore to the Suffolk County Community College Board of Trustees (Caracciolo).

LEG. CARPENTER:
Motion.

CHAIRPERSON FISHER:
Motion by Legislator Carpenter

LEG. TOWLE:

Second.

CHAIRPERSON FISHER:

Second by Legislator Towle.

LEG. TOWLE:

Question on the appointment.

CHAIRPERSON FISHER:

Yes.

LEG. TOWLE:

Mr. Moore would be replacing who and is he here?

CHAIRPERSON FISHER:

Mr. Moore was here at our last meeting. We did interview him, there should be a resume attached to the resolution, he answered quite a number of questions during our last meeting.

LEG. TOWLE:

And he's replacing who?

CHAIRPERSON FISHER:

Mr. Lauer.

LEG. COOPER:

I'll make a motion to table then.

CHAIRPERSON FISHER:

Okay, you make a motion to table Mr. Moore.

LEG. CARPENTER:

Why?

LEG. COOPER:

Because there's a possibility that --

MS. MAHONEY:

I can't hear you, I'm sorry.

LEG. CARPENTER:

Well, Mr. Lauer has -- just as a point of information, Madam Chair, if I might.

CHAIRPERSON FISHER:

Yes.

LEG. CARPENTER:

Mr. Lauer has resigned from the college Board of Trustees, he was presented a proclamation, a plaque actually --

CHAIRPERSON FISHER:

Mr. Lauer had resigned, I spoke with him.

LEG. CARPENTER:

And he is serving on the SUNY Board of Trustees, I believe.

LEG. COOPER:

I thought there still was some question as to whether he --

CHAIRPERSON FISHER:

No, I had spoken with him and that's why I said that I had recommended a withdrawal, but Mr. Guldi asked that we just table it in case something happens in the full Legislature, you know, because he doesn't know Mr. Moore and he asked could we just table it.

LEG. COOPER:

I see.

LEG. CARPENTER:

It was interesting, I had occasion to speak with Mr. Moore subsequent to his appearance at the committee and I know that most of the committee members were very favorably impressed but out of, you know, respect to Legislator Guldi, you know, we tabled it the one cycle. But it was interesting that Mr. Moore is, I learned, friendly with Mr. Lauer.

CHAIRPERSON FISHER:

Yes.

LEG. CARPENTER:

And spent a lot of time speaking with him about what would be entailed in being a Trustee and we were very comfortable that he was willing to make that kind of commitment. So I would hope that you would support it and we could get it out there.

(*Legislator Crecca entered the meeting at 1:39 P.M.*)

LEG. COOPER:

Yes, sure.

CHAIRPERSON FISHER:

Okay. So there is a motion to approve 2284. All in favor? Opposed?

LEG. CRECCA:

I'm sorry, which -- I apologize for my tardiness.

CHAIRPERSON FISHER:

Oh, sure, I'm sorry. We'll go back to that vote. We had a motion to table on 2007.

LEG. CRECCA:

And that motion to table was passed?

CHAIRPERSON FISHER:

There was a second to table; wasn't there a second to table?

LEG. COOPER:

Yes.

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LEG. CARPENTER:

Yeah, on 2007, right.

CHAIRPERSON FISHER:

And a motion to approve on 2284.

LEG. CARPENTER:

With a second by Legislator Towle.

CHAIRPERSON FISHER:

And Legislator Towle seconded that. Okay? All in favor? Opposed?
2284 is approved (VOTE: 5-0-0-1 Not Present: Legislator Foley).

2304-00 - Approving the reappointment of Terry J. Scammell, D.D.S., as
a member of the Suffolk County Youth Board Coordinating Council
representing Legislative District #2 (County Executive). Elizabeth?
Where is my Aide? I had asked why we tabled this last time, was it
because he was not present? I don't have it in my notes.

MR. SABATINO:

Because he was not present, right.

CHAIRPERSON FISHER:

Because he was not present. And whose appointee is he?

LEG. CARPENTER:

The County Executive's.

LEG. TOWLE:

Legislator Guldi's.

CHAIRPERSON FISHER:

Legislator Guldi. Okay.

LEG. TOWLE:

These are all Legislative appointments for the youth.

LEG. CARPENTER:

Well, why does it say County Executive?

MR. SABATINO:

No, these are all Executive.

CHAIRPERSON FISHER:

Well, it says County Executive but it's for different districts.

LEG. CARPENTER:

Oh, I got you.

MR. SABATINO:

No, they're all Executive appointments, though.

CHAIRPERSON FISHER:

Right.

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MR. SABATINO:

The Youth Board is purely Executive.

CHAIRPERSON FISHER:

Okay. Is there a motion?

LEG. CARPENTER:

I will make a motion.

LEG. CRECCA:

I will second it.

CHAIRPERSON FISHER:

Okay. All in favor? Opposed? 2304 is approved (VOTE: 5-0-0-1 Not Present: Legislator Foley).

INTRODUCTORY RESOLUTIONS

1081-01 - Accepting and appropriating a grant proposal to the National Aeronautics and Space Administration for a Master Science Teacher Astronomy Institute 100% reimbursed by Federal funds at Suffolk Community College (County Executive).

LEG. CARPENTER:

Motion.

CHAIRPERSON FISHER:

Seconded by the Chair. And it looks like we can put this on the consent calendar.

LEG. CARPENTER:

Yes.

CHAIRPERSON FISHER:

Counsel, this is a hundred percent reimbursement so it could be on the consent calendar?

MR. SABATINO:

Well, it's not clear if it's a hundred percent because -- well, it

says no matching funds are required, but it talks about expanding a program. You might want to get an explanation before you decide that issue about putting it on the consent calendar.

CHAIRPERSON FISHER:

Okay. From whom, from the college?

MR. SABATINO:

Well, yeah, just -- I mean, looking at it, it says that there are no matching funds but that this money would --

CHAIRPERSON FISHER:

I don't think we have any budget people from the college here with us. Okay. Fred, do you know anything, Budget Review know about this? I thought it was simply 100%.

MR. POLLERT:

I think Jim just took my agenda.

CHAIRPERSON FISHER:

1081 is the number.

MR. SABATINO:

It looks like a new program, that was my only point.

CHAIRPERSON FISHER:

Right.

MR. SABATINO:

It talks about equipment, supplies, travel.

CHAIRPERSON FISHER:

So you're recommending we not put it on the consent calendar?

LEG. CRECCA:

Let's hear from Fred.

MR. SABATINO:

If you have a comfort level with the bill you can put it on the consent calendar. I didn't have a comfort level that I understood it, that was the only point I was making.

CHAIRPERSON FISHER:

Okay. We can --

MR. POLLERT:

The program -- if, in fact, the program does require a match, the match will be through existing programs and funds in the community college, so it is a 100% grant.

LEG. CRECCA:

I would make a motion then to place it on the consent calendar in light of that explanation, since it sounds like there will be no fiscal impact on the budget.

MR. POLLERT:

Just in-kind services.

CHAIRPERSON FISHER:

Okay. So 1081 is approved. All in favor? Opposed? Okay. 1082 --

LEG. CRECCA:

Are we placing it on the consent calendar then?

CHAIRPERSON FISHER:

1081, yes. Approved and placed on the consent calendar (VOTE: 5-0-0-1 Not Present: Legislator Foley).

LEG. CRECCA:

Okay.

CHAIRPERSON FISHER:

1082-01 - Accepting and appropriating an amendment to the college budget for a grant award from the New York State Urban Development Corporation D/B/A the Empire State Development Corporation for an Entrepreneurial Assistance Program 50% reimbursed by State funds at Suffolk Community College (County Executive).

LEG. CARPENTER:

Motion.

CHAIRPERSON FISHER:

Motion by Legislator Carpenter, seconded --

LEG. COOPER:

Second.

CHAIRPERSON FISHER:

-- by Legislator Cooper. All in favor? Opposed? 1082 is approved (VOTE: 5-0-0-1 Not Present: Legislator Foley).

1083-01 - Accepting and appropriating an amendment to the college budget for a grant award from the State University of New York for a Minority Honors Scholarship Program 50% reimbursed by State Funds at Suffolk County Community College (County Executive).

LEG. COOPER:

Motion.

LEG. CARPENTER:

Second.

CHAIRPERSON FISHER:

Motion by Legislator -- I couldn't hear whose voice that was.

LEG. CARPENTER:

Cooper.

CHAIRPERSON FISHER:

Cooper, seconded by Legislator Carpenter. Approved (VOTE: 5-0-0-1 Not Present: Legislator Foley).

TABLED SENSE RESOLUTIONS

Sense Resolution No. 152-2000 - Memorializing Resolution requesting the State of New York to institute community service in lieu of suspension for primary and secondary school students (Fields). I would like to table this subject to call --

LEG. CARPENTER:

Second.

CHAIRPERSON FISHER:

-- because there's information that I'd like. Seconded by Legislator Carpenter. All in favor? Opposed? Tabled subject to call (VOTE: 5-0-0-1 Not Present: Legislator Foley).

Sense No. 4-2001 - Memorializing Resolution requesting Governor of the State of New York to extend project labor agreement requirements to local school districts (Haley). I would like an explanation of this, Counsel, because I read it and I read it again and I'm still not quite certain what it's asking, regarding project labor agreements; I don't really know what those are.

MR. SABATINO:

Okay. Well, the project labor agreements are agreements for construction at facilities which place restrictions on in terms of the types of job assignments that the labor personnel can engage in. So it tends to be, you know, more restrictive from the standpoint of if the person has a title to do electrical wiring, you know, he does electrical wiring and he won't move the ladder to get to the electrical wiring. So it's very restrictive in that respect. This is a proposal to have those types of agreements extended to cover school districts.

LEG. CRECCA:

I would make a motion to approve.

CHAIRPERSON FISHER:

I still don't really understand it. Is there a second? Fred?

MR. POLLERT:

How the project labor agreements have worked in the County, and the County has not entered into too many of them, is there's a possibility that even though the County has a project to construct a facility, there could be disagreements, as Paul had spoken to, with respect to what are the union rights and responsibilities. So with the Cohalan Court Complex with the pulling of the telephone wires, the IBEW felt that that was their job, the communication workers felt it was their job, and even though it was both teamsters they struck the job so nothing happened and we were close to the deadline.

What a project labor agreement says is that even if there is a disagreement among the unions or among the terms, work will continue to go on while the disputes are to be resolved. The difficulty is that it increases the costs of agreements. The County has used them very selectively when we're on a tight critical path, but it does increase the costs of the project by anywhere from five to 10% to extract that agreement from the unions that there won't be a strike or slow down in the work being carried out. So it's relatively expensive, we have used it very selectively. To be able to use it you actually have to do a study to demonstrate that the costs, the additional costs are warranted because there is a greater cost if the project doesn't come in on time.

CHAIRPERSON FISHER:

Okay. So if school districts were to implement project labor agreements, then it could be that all of these Capital Projects that are going to be going on in the different school districts could conceivably be more expensive.

MR. POLLERT:

They would be more expensive. It would guarantee that a building would open in time for September if that's what the goal was, but it would also increase the cost, depending upon the type of the agreement, between five to 10%. And that has, in fact, occurred in the County and the County has had cost overruns in projects because of the project labor agreement and had to scale back the scopes of some of the projects.

One of the difficulties is you recall, the -- there were cost overruns associated with some of the buildings at the Western Campus that was indirectly associated with project labor types of agreements.

CHAIRPERSON FISHER:

Thank you, Fred, and thank you, Paul.

LEG. TOWLE:
Legislator Fisher?

CHAIRPERSON FISHER:
Yes.

LEG. TOWLE:
Just a question.

CHAIRPERSON FISHER:
Who's voice is that?

LEG. TOWLE:
Mine over here.

LEG. CRECCA:
You're having hearing problems today.

CHAIRPERSON FISHER:
I'm not placing the voice.

LEG. TOWLE:
I'd like to make a motion that we purchase a hearing aid for the
Chairwoman.

LEG. CRECCA:
I'll second that.

CHAIRPERSON FISHER:
It's age, Fred.

LEG. TOWLE:
The question is would this allow them to opt into taking the labor
agreements or would they be required to based on Legislator Haley?

MR. SABATINO:
No, this is asking -- the Governor apparently has already issued some
kind of an Executive Order which has already imposed this.

CHAIRPERSON FISHER:
Yes, it says it requires that on all State projects.

MR. SABATINO:
On State projects, right. And the request from the Legislator here was
to ask the Governor to exercise his rule making authority and extend
it to the schools so it would be imposed.

LEG. TOWLE:

So it would be mandatory in every school project, they wouldn't have the option to as we do apparently, we have the option to opt in or opt out if we want to, they would have to opt in.

MR. SABATINO:

Well, this would be imposed from the State down to the school if the Governor issued the order that way.

CHAIRPERSON FISHER:

Okay.

LEG. CRECCA:

I had a second but I did make a motion to approve, I'll leave that standing at this point.

CHAIRPERSON FISHER:

Is there a second?

LEG. CARPENTER:

Why don't we table this.

CHAIRPERSON FISHER:

Okay, there is no second.

LEG. CARPENTER:

I'm going to make a motion to table and see if this is something that, you know, is something that school districts want to do.

CHAIRPERSON FISHER:

That makes sense, okay.

LEG. CRECCA:

I'll withdraw -- well, actually, if she's making a motion to table, that supersedes anyway.

LEG. CARPENTER:

Right. Okay.

CHAIRPERSON FISHER:

And you're seconding that motion?

LEG. CRECCA:

I'll second it then for the purpose of keeping it alive.

CHAIRPERSON FISHER:

Seconded by Legislator Crecca.

LEG. CARPENTER:

Okay.

CHAIRPERSON FISHER:

All in favor? Opposed? 4-2001 is tabled (VOTE: 5-0-0-1 Not Present: Legislator Foley).

LEG. CARPENTER:

Madam Chairman, I just want to thank you for your courtesy. With the change in committee days, I had made this appointment to be in Riverhead at two o'clock, so I need to leave.

CHAIRPERSON FISHER:

Don't drive too fast.

LEG. CARPENTER:

I won't, I promise. Thank you so much.

LEG. CRECCA:

Can you record my vote on 2007 with the majority, please?

MS. MAHONEY:

Yes.

CHAIRPERSON FISHER:

Okay. Now we will be looking at a presentation from the Middle Country Library and Barbara Jordan.

MS. JORDAN:

I think this is working; can you hear me?

LEG. CRECCA:

Yes.

MS. JORDAN:

Well, I'd like to thank Legislator Fisher and the committee for this opportunity. We have been working on the development and the management of the Community Resource Database for nearly ten years now -- I think I'm into a second decade although I keep saying nearly ten years now -- and this is the first time we've actually come before you to discuss and give you a demonstration of the database.

For those of you who have not had an opportunity to see it, what I'd like to do is to give you a little bit of the history and the information about it and then actually go in and do an on-line demonstration and do some searches so you get a sense, if you haven't used it, of the kind of information you can find there.

The database is an on-line directory of health and human services, it includes information on health and human service agencies, support groups, education and training opportunities, and it's across the board, from infants right through the senior years. Right now we have information on more than 9,300 agencies and programs in the database. We started this really at the request of the Suffolk Coalition for Parents and Children which is a networking organization out here in Suffolk County -- I think they can see it, thank you. And this was

about a decade ago, computers were just emerging and people were collecting their own information on rolodexes and so on and they felt that there had to be a way that computers could be used to better manage the information and access to information about services that everybody felt the need to collect. So we organized a group at that time and developed the beginnings of what has now become an island wide database. When we started we started only in Suffolk County and it's only expanded in the past few years to include Nassau and Suffolk County services. These are the types of services you can find in the database; substance abuse, food pantries, all your emergency services, child abuse support groups and so on.

When we go in on-line, I'll point out to you where you locate all of the various fields of information. I think one of the benefits to a computerized as opposed to a print directory, obviously the maintenance and the upkeep is a lot easier when you only have to make the change once, everybody is not individually maintaining this in their offices requiring a tremendous amount of effort, when it's centrally managed you only make that change once. The other main difference is the amount of information that you can access on computer as opposed to a print directory. If we were really to print out everything that's in these 9,300 agency listings, we would probably have a pile of paper up to the ceiling. So obviously you have access to a great deal more information when you can organize it on the computer. And the search capability is immensely different and you'll see that when we go into the on-line search.

We do use the {infoline} taxonomy of human services to index all the information that probably -- as non librarians, it probably doesn't mean a lot to you, but you do appreciate it when you go in and look for a piece of information. This is like the Library of Congress, subject headings that you find consistently from one library to another across the country. This organizes information in information referral databases across the country and has been accepted as the national standard, and that is built into this program.

CHAIRPERSON FISHER:

Barbara, that makes it so user friendly because everyone is accustomed to using it in libraries.

MS. JORDAN:

I think, yes; yeah, I think so, too. Again, the benefits; user friendly, it's extensive, it's up-to-date, as up-to-date as we can keep it and we do work on it on a daily basis. It is accessible on-line.

When we first started, everyone said what they wanted was an on-line system so that when a change was made the next person calling into the system would have benefit of whatever information had been changed the moment before, but the technology wasn't there. It is there now, we're in an Internet environment and the project has moved forward along with the technology. Again, by centrally managing it you make it consistent and you avoid the duplication of effort so that every office and every program throughout the County isn't maintaining and trying to stay on top of the same information.

We feel that everyone needs access to this information. Vivian was instrumental in providing access with the Legislature's support for the high schools in this County, because we can all understand why school personnel and students themselves would need access to information about the services that are out there. But coming from a public library perspective, we realize that individuals, many don't want to reveal themselves and need an anonymous way of accessing information without having to engage someone else, not everyone is being helped by another person. Certainly the agencies and the not-for-profit agencies and the County Departments need access to do their work, they are assisting clients and they need access to this kind of information to do their work. But a lot of people aren't connected to those kind of helping professionals and really want the ability to go in and connect to this information anonymously, and by having it available in all the public libraries on Long Island, people do have that ability.

We do have a steering committee that is made up of representatives of various County Departments that have a vested interest in seeing that this information is accurate and up-to-date and not-for-profit agencies, United Way of Long Island, the kinds of people that you -- the users that have a real interest in seeing and guiding the development of the database are involved on this steering committee. And that is a great protection for us, I think, because there are cases, a lot of things are becoming outsourced and privatized, things that used to be in the public sector. And so we do not want to have to make the decisions on our own about what is included in the database and so that steering committee really does guide what gets included in the database.

We did do a business plan to kind of plan for the future, it was at the request of some private foundations on Long Island. We had gone to them for some financial assistance and they asked us to consider expanding the database from Suffolk County to all of Long Island. They really felt that people lived and worked across County lines, that there were a lot of agencies that served both counties and that people lived in one County and worked in another, they might need child care in another County than the one that they lived in, they had an elder parent that needed resources and so on, and they were not interested in funding something unless it was Island wide. At the same time, United Way was really moving towards a more regional perspective on human services. So based on the results of the research that we did at that time, we have expanded, it is now an Island wide database.

It's supported through government funding, we do have a contract with both Nassau and Suffolk County Government. Corporate sponsorship which was really -- corporate and foundation support has underwritten the development because there was a lot of labor involved in the initial collection of all this information, especially the Nassau County piece of it, because at the time we expanded we had Suffolk County pretty much under control. So that has been a big part of its

development. And we do help to sustain this database through subscription fees.

We are now exploring with some folks at the State with the possibility of a State contract. If we can get stable, a piece, a portion of stable State funding in addition to the County support that we get, we're hoping that we can do away with the subscription piece of it. We've needed it to support where we've gotten to at this point, but we know, and certainly coming from a library world, we would like no barriers to access to information. We've tried to protect it by having it available free in public libraries, but it's very labor intensive to restrict access to information and we do restrict it through the subscriptions. And we would really like to and our goal is to, if we can get enough stable financial support, do away with any subscriptions and make it totally open on the web.

Again, right now this is where we're at. Individual access through local public libraries and organizational access via subscriptions, but we want to move away from that. These are a few of -- we have over 70 organizations that use the database on a regular basis. Of course, the departments in both Nassau and Suffolk County Government as well as hospitals, not-for-profit organizations, educational institutions, Suffolk Community College, SUNY Stony Brook, the students there do use the database regularly, we get about a thousand hits per week on the database. We've just done a big outreach to the libraries with posters and other promotional material that we're really hoping is going to expand awareness and we'll see even greater use of this tool.

And again, these are some of our supporters. United Way of Long Island has been a partner right from the beginning, as has Suffolk County Government, we've had active participation of both of those organizations. United Way does use it to support their First Call for Help Operation, and they do provide us with an on-loan staff one day a week to help us with the development of the database.

And now I think we're going to go on-line. Just for information, while Noreen is switching gears for us, are all of you familiar -- is this new to anyone, has anyone not -- that's new, it's new to you.

LEG. COOPER:
Yes.

LEG. CRECCA:
Yes.

MS. JORDAN:
Okay. Well, we've known for a long time that we've needed to bring

this to your attention. I think this is a tool that both you and your Aides, especially for constituent services, I think you'll find it very useful.

In your packet we've included the connection information which I'll go through right now, some posters that you can put up in your offices, and please let me know if you need more, and user guides if you've got questions. But please just pick up the phone and give us a call if we can ever be of assistance.

CHAIRPERSON FISHER:

Barbara, I just wanted to mention that my Aides use it in my office because we've become so familiar with it.

MS. JORDAN:

Yes. You certainly I know are aware of it.

CHAIRPERSON FISHER:

It's a good way to access information.

MS. JORDAN:

It is right on the Intranet. You see, Noreen, if you could just show them where that is. It's not called Community Resource Database of Long Island, I guess that's Middle Country Library community, but you can get to it right off of the home page of the County Government's Intranet. So I'm just pointing it out. I'm going to show you how the public goes in, but just so that you know, that's always right there. If that's ever busy and it's difficult to get out or you're at another computer that doesn't get you right into the County's Intranet, you can go right in through www.crdli.org right off the Internet. You'll get to the home page for the database, you'll click on "search the database", this is where subscriber information is needed to take you that next step. You really can bypass the "enter your name", although I have provided it on that memo, that cover memo that you have in front of you, but really what it's going to require is something in that bar code information. And if you want to put in the County Government's -- what we ask you to do is to click on the box, save the log-in as a cookie so that you won't have to keep doing this, you'll do it once. Yeah, you can go ahead and do that, and now start searching.

CHAIRPERSON FISHER:

This is when the fun begins, right?

MS. JORDAN:

Yes.

CHAIRPERSON FISHER:

When you start the searches.

MS. JORDAN:

This is the basic search menu for the database, it's very simple. It's deliberately so because it's intended to be used by the general public with little instruction, kind of a common sense approach where all the prompts are right there on the screen. If you know the name of the agency and you just want more information about it, you can click on an agency, we're going to put in Family Service League; most of you, I'm sure all of you are familiar with Family Service League.

LEG. CRECCA:

Never heard of them; no, I'm kidding.

MS. JORDAN:

I know. All right, the bar at the top tells you that there are 62 entries connected to Family Service League, it's one of the largest, if not the largest not-for-profit agency in Suffolk County. And again,

this is the benefit of having something in computer format. You could never include the detailed level of information that we can have in the computer any kind of a print directory. You can scan through here, let's just go back. We could go on from screen to screen and look at all the various programs that Family Service League provides, but just for demonstration I'd like to just show you one of them. This would be a typical entry in the database. So you figure there are 9,300 of these in the database, it's a lot of information.

LEG. CRECCA:

It's great.

MS. JORDAN:

It's telling you the name of the agency, the particular program, and we can provide specific information about each program. Many of these programs are at different locations, they have different phone numbers, hours of operation, different contact people attached to them. We can provide that level of detail so that people aren't having to make phone calls and be led to another phone call and so on; it gets them right into the program level that they need.

Because it's on-line and many agencies are developing their own web pages that provide very much more detailed information about their organizations, we can toggle right into their home page. Right now we're in Family Service League's home page and there are about 500 agencies now that have their own web pages, so you can go right from the database into the organization's home page and get even more specific information about them, and then you can just go back and get right back into the database environment.

I mentioned the hours of operation. The eligibility field here tells you anything that limits access to that particular program. So if there's some kind of an income or a geographic limit or an age limit

or some kind of special insurance or referral that they have to have to participate in this program, that would be listed under eligibility. The purpose in this case is quite straightforward, in some cases it could be long, it could even go on to another screen, the description. The phone numbers are a bit little further up, if they have after hours numbers or fax numbers that would be on here, the hours of operation, wheelchair accessibility, the date of the last update. We get to all of them, they're all contacted at least once a year. Obviously, if we find out any information in the interim it's made immediately. We have five part-time clerks that are working on this on a daily basis and making changes. We've even been in a demonstration and seen the numbers change from one search to the next and I know they're in there doing their changes. But we do -- but this will tell you the last time that it was updated. All of those different taxonomy terms that we refer to are listed here, this helps the searcher when they're in one of the other subject fields.

Okay, let's start over. We do put in alternative names and acronyms so that -- I'm not going to do it but if you put in Mather Hospital or any one of the various ways, we know University Hospital, you can put them in, you'll still get to the correct organization. If you put in AHRC, any commonly known way that an organization is known, we put

them in in multiple ways so that they're always led back to the correct entry.

I'm going to go into subject right now and let's put in a simple one like food; I like to do this just to show you. If we go -- when you're in subject, I encourage people to go into the brief display which is one of your buttons at the top, because what it will do is show you all of the different entries that begin with the word food and that can help you refine your search when you're not sure exactly what you want to look for. And in this case, I'd like to go into food pantries, number six, you can see that there's 280 food pantries listed; it's too many to scroll through, at this point you need to limit your search. There is a button "limit the search". You have a number of options, you can limit geographically, you can limit to a County, you can limit to a township. If we go to where the agency is located, a drop box comes down, you can limit to a County, to a township, anywhere on Long Island, you can even go down and limit to a specific village.

And we have something a little bit unique on Long Island, we have Eastern Long Island which goes from Riverhead east which I think is a help, we did that at the request of some folks from out east because they said that's -- you know, rather than go through Mattituck, Southold, Riverhead, you know, they just limit it to Eastern Long Island, so that's an extra thing.

If we sort that 288 by Eastern Long Island -- it's slow, yeah. It came

up with 22. I'm going to show you another limitation, go back one. You can also limit it by language. So if you are looking for a food pantry that had Spanish language, and this is particularly helpful, maybe not in food pantry but in counseling, having knowing that there's someone there that speaks a specific language is very helpful. You can limit it by language and geographic, you can combine those two. So that's going to limit that 288 group of food pantries that went to 22 on the east end, there are four with Spanish language capability, and then you could go into any one --

LEG. COOPER:

How would you further restrict it by region now? If you can restrict it by language, how do you further restrict it by region?

MS. JORDAN:

It is already.

LEG. COOPER:

First you did region then you did -- okay, fine.

MS. JORDAN:

Yeah. You can do them separately, we could have just limited the 288 by a particular language or you could do it just geographically or you can do them both together.

Okay, let's do another search. Let's put in alcohol and we'll go to brief display again. It's going to list all the different subject headings and let's go to alcoholism counseling and limit, and I think we were going to limit this to Town of Islip. And it came up with 19

entries, alcoholism counseling services. And again, you can go into one off those and get that full description. You just press -- you can just print at any point, so any time you want to print, if you wanted to print the list that has the phone numbers and so on you can just print this, or if you wanted to go in and get the full information and give the client or whoever the full information you could just go into the description of the service and print.

LEG. COOPER:

I'm sorry, do you link to their websites?

MS. JORDAN:

You can if you go in, I'm not sure which of these has a website, I'm not sure if Phoenix House will have one.

MS. STACKPOLE:

If they haven't given us their website we could always put it there.

MS. JORDAN:

Yeah. And now we try very hard to capture that on the update information because at the time a lot of these were put in they didn't

have such things as websites and so it's something new, and e-mail addresses too. In some cases where they give us the e-mail address, you can link right to the e-mail of the person and send a message right from the database.

CHAIRPERSON FISHER:

And they are always updating. When I first met Barbara at Middle Country, I think it was about at 8,200 and now you're saying it's at 9,300.

MS. JORDAN:

Ninety-three, that was at last count, yeah, it's constantly changing.

CHAIRPERSON FISHER:

And so that's just two years. Because I discovered CRD right after I was elected just because of links through Suffolk Community Council and then I followed the trail and discovered you. But that's a thousand more pieces of information --

MS. JORDAN:

Yeah, since then.

CHAIRPERSON FISHER:

-- in that two year period or less than two years. A lot of hotlines are on this also which is really invaluable for families at risk.

MS. JORDAN:

Yeah, most of the people who are doing information and referral are using the database. I'm just going to do one more subject, I just wanted to put in GED just to show you that when we first started this we were working closely with the health and human service community and over the years we worked very closely with employers and people in the business community and work force and the Labor Department as well. And so the whole education and training and work force development piece has become another very important component of the

database that we didn't originally plan on, but we see that it fits right along with that. So now all of the certificate programs for all of the college -- the schools of higher education, because in the workplace they said, "Well, yes, our people need child care services and bereavement support groups and so on, but our people need training, too. From a business perspective, we need to know where we can send people for training." So that was another component that we added, so a lot of the certificate programs and the programs at the community college in both Nassau and Suffolk County -- when we go in I'll actually show you. Do you want to click on GED instruction? I put in GED because we also put in all of the resources of the continuing education programs, they're very important sources for folks in local communities of GED, for instance, and other kinds of basic education. So all of the continuing education resources in all the school districts on Long Island are also in the database. So

putting in GED, I think we can stop here but you can get that kind of information as well.

Let's go back to the main menu. Probably the most popular way to search is just using the word. The word search searches for a particular word or group of words in the name of the agency, the whole summary paragraph and all the subject headings. So if you put a word in, you might get some things that you're not looking for but it's hard to miss something because it casts a very wide net. If we put in bulimia, I think we spelled it wrong. Well, actually it's a good -- if you spell it wrong it will put you where you would find it. Okay, there we go. All right, so there were 15, so that was a very quick way. If you didn't know what subject to look under, then we encourage people once you get close to what you're looking for, go into an entry, look at the subject headings, you may come across some new ones that you didn't think about. I imagine if you went into this it would lead you to eating disorders and maybe anorexia and some other things you might not have thought of. So you can do the word first, it's a good starting point to get you close to what you're looking for.

Okay, let's do another one. You can combine words. So if we put in -- let's put in child and let's look for cancer support groups, so we'll look for child, cancer. All right, Noreen is putting an astericks because sometimes you don't know if it's child, children, child's, it could be teen, teen-ager. If you put an astericks at the end of the word, it will look for anything that has that root child; it's a little trick.

LEG. CRECCA:

Now, when you're putting this in, does it have to have all those words in order to come up?

MS. JORDAN:

Yes, it will.

LEG. CRECCA:

So this could be -- oh, go ahead, I'm sorry.

MS. JORDAN:

We could do it. If you just do cancer, let's just do cancer.

MS. STACKPOLE:

It did cancer support groups.

MS. JORDAN:

Okay. So we put in -- because we're looking for a cancer support group for children, so by combining those words, if we had just put cancer in you probably would have gotten hundreds and hundreds, by combining those words we automatically eliminate --

LEG. COOPER:

So you don't have to hyphenate between the words?

MS. JORDAN:

No, you don't have to do anything.

LEG. COOPER:

Because that would also give you just support groups.

MS. JORDAN:

Yes, you could have done that. If you put in cancer, go back and just do cancer support group and see what we get.

CHAIRPERSON FISHER:

And group is another word that I've seen you use and put an astericks.

MS. STACKPOLE:

Yeah.

MS. JORDAN:

Sometimes. You don't have to because it's --

MS. STACKPOLE:

And it doesn't matter what order you put the words in either, you can put them in any order.

MS. JORDAN:

No, it will find them. So it came up with 87 cancer support groups, and then you could do your geographic limit. But we're looking for something for children, so by adding that extra word --

CHAIRPERSON FISHER:

Can you put that in as a limit?

MS. JORDAN:

Yes, you could. You could limit right now and put in words in agency or subject in child; you have been playing with this. I wouldn't do children, I would do child.

MS. STACKPOLE:

Well, you can't truncate.

MS. JORDAN:

Oh.

MS. STACKPOLE:

Here you cannot trunk the word. When you do this limit, it's word and

the agency or subject, that's why that key word is a little more useful. If the word is not -- child is not in the agency name or the subject it won't show up.

MS. JORDAN:

That's why we really do encourage people to use that word.

MS. STACKPOLE:

You have to think a little less.

LEG. COOPER:

Oh, you have to think? Forget it.

MS. STACKPOLE:

Less, less.

LEG. COOPER:

Oh, less; oh, that works.

CHAIRPERSON FISHER:

Key word doesn't work under limit, only part of the agency name would.

MS. JORDAN:

Right. So I would just do the word, it's so quick, you can combine different words, you could try teen cancer support group. Let's go back.

MS. STACKPOLE:

We find that if you limit -- usually in for location, to narrow down a location and for languages. We don't often use that word in agency or subject, we tend to go to the key word instead.

MS. JORDAN:

Okay. Let's go back. It slowed down since we've been on here. Let's do one -- well, I think we've got -- let's put in speakers bureau, I wanted to show you that as a word, speakers. One of the ways we never thought of using this but one of the things we do capture when we do a survey for an organization is whether they send speakers out and that has been a very popular way people have used this because speakers are hard to locate. So you can put in speakers bureau. Well, this is coming up with 241, if you had just added one more word like, I don't know, add depression to that.

CHAIRPERSON FISHER:

Depressing speakers?

LEG. CRECCA:

I'm an expert at that, I can put a room to sleep.

MS. JORDAN:

Not depressing, depression. So if you were looking for someone on a topic, you can just combine speakers bureau and the topic and identify speakers, and a lot of like PTA's and so on will use this to locate speakers for various meetings.

Okay, the other search feature is location. Normally people use geography to limit their search; after they've found the kind of service that they're looking for they try and bring it as close to home as possible. But sometimes people are looking for -- they want to know what kind of resources are out in a particular community, they're inviting people to a meeting, they're just new to the area and want to know what's in that community. A lot of community planners and some funders look at the distribution of services around the Island, so they can be used in different ways. But if you went to one particular community, Patchogue, it's got 278 listings and you'll see the kinds of things that would be -- obviously Brookhaven Memorial Hospital is going to have a lot of entries. So we can continue on. But the schools will be here, all the -- every school in a particular community will be listed with the principal's name and the phone number, all of the not-for-profit agencies, the educational institutions, if there are any County or town government departments, that will come up. So it's a nice way if you want to get a sense of what's in a particular community of using the database. Let's go back to the main menu.

LEG. CRECCA:

If I can just interrupt, Barbara, with a quick question.

MS. JORDAN:

Yes.

LEG. CRECCA:

How does a group get on the site, for example?

MS. JORDAN:

We have been working very hard to go through every -- when we first started, every directory that was out there, and there are sometimes very small directories of listings and we laboriously contacted them with survey packets and collected data and we have been doing that for ten years.

LEG. CRECCA:

Is there a chart -- like, for example, I'm involved with a not-for-profit charity which I doubt is on your website, but we could contact --

MS. JORDAN:

Absolutely, yes.

CHAIRPERSON FISHER:

Let's put in the name and see.

MS. JORDAN:

We have been people that just do nothing but comb through the papers looking for support groups and so on to identify more and more resources, so yes. There's no barriers to being included with the exception of things that might be a little bit questionable. We don't do private practitioners --

LEG. CRECCA:

Right.

MS. JORDAN:

-- because we could not -- we just couldn't vouch for their credentials. There are some for-profit sector entries in it under the guidance of the steering committee because things like nursing homes and some of the child care services, there's not enough in the not-for-profit sector to supply the needs. And so there are certain areas like nursing homes, like child care services, some things in the disability service area that are in here that are actually for-profit services, but we do that under the guidance of the steering committee. But not-for-profits we would certainly enter any legitimate not-for-profit.

LEG. CRECCA:

Very good. Thanks for that information.

LEG. COOPER:

And Barbara, excuse me, how would an organization that would like to be listed on the database get in touch with you and get you the information that you need?

MS. JORDAN:

We have our -- well, if they're on the database -- that leads me into the next thing. If they're on the database or somehow have access, they can simply click on suggestions there -- and remember, this is in every public library -- and then you can send a message back to us right on-line. You can put in a little message, include your name, "would like to be added, send me information ", and just provide some way of getting back. And sometimes people will say they have a new director, they've moved, their phone number is changed, we verify that, these are downloaded every day, we verify the information, make the changes. So that would be one way of getting to us and the other would be just to call, and you have the contact number right on the memo there, there is a phone number, it's on our brochures. So all they have to do is call, we are constantly -- it's come full circle. We started out laboriously putting in all of the printed directories, now we're finding that a lot of groups are using the database to develop small lists that -- Nassau Suffolk Law Services uses the database regularly, it meets their needs

CHAIRPERSON FISHER:

There's another service, also, Barbara. Legislators Crecca and Cooper both served on the Social Services Committee with me last year and now that you've seen this you'll know what I was talking about when there was a meeting in which there had been constituents who went to a social service office and they were given an outdated list and I said, "Why couldn't you just have given them your own list from the Community Resource Database," because all of us in Suffolk County have access to this, and they said, "Oh, well" -- remember, it was one of those contentious meetings -- but they could have just used this as a basis for the information.

MS. JORDAN:

They do now. The department of social services is now generating --

CHAIRPERSON FISHER:

And now they are using it more.

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MS. JORDAN:

-- those emergency service and food pantry lists from the database.

LEG. COOPER:

Barbara, what is your annual budget currently to update and maintain the database?

MS. JORDAN:

Well, we have a budget that we aim for and then we have what we actually make.

LEG. COOPER:

What is your ideal budget?

MS. JORDAN:

Right now it's about \$152,000 for the -- we have a full-time person and then several librarians that work on the entries and then we have the five -- the part-time clerks that are constantly updating and maintaining this information. It's very labor intensive to maintain, it's not just getting it in, it's also maintaining it.

LEG. COOPER:

And of the monies that budgeted, what funding comes from subscriptions as opposed to the grants, either county or organizational grants?

MS. JORDAN:

We get 35,000 from each of the counties, that is 70, and then we get 20 from United Way. We've got about -- we got 10,000 last year for the high school access and then we get about 15 to 20,000 for the -- from the subscriptions. And it's that piece, that if we could get another piece of solid funding --

LEG. COOPER:

That was my question, if we could get you another \$25,000 in funding, if you can then make this available to anyone over the Internet?

MS. JORDAN:

Which is what we would like to do, is to get it solid and up so that we could make it, because it's very labor intensive to restrict access.

CHAIRPERSON FISHER:

Uh-huh.

LEG. CRECCA:

What about if someone wanted to -- a member of the public just wanted to come on, what about a one time charge to use the service, like with a credit card, or does that become difficult also?

MS. JORDAN:

No, we don't have any mechanism to do that.

CHAIRPERSON FISHER:

Well, they could go on in the library.

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MS. JORDAN:

Yes.

CHAIRPERSON FISHER:

And also if you're a library subscriber you can use your library code from home and access your --

LEG. CRECCA:

Oh, you can?

CHAIRPERSON FISHER:

Yeah.

LEG. CRECCA:

Oh, okay. That's good, too.

CHAIRPERSON FISHER:

If you're a Suffolk -- you know, if you're on the Suffolk Internet?

MS. JORDAN:

No.

CHAIRPERSON FISHER:

Because I could do it with the high school.

MS. JORDAN:

You can do it at the high school because you have the high school code, but you can't -- you have to go into the library to use it.

CHAIRPERSON FISHER:

Okay. I thought I could use my suffolk.lib.

LEG. CRECCA:

But if I'm on my home computer, being an elected official, I could go in and --

MS. JORDAN:

Well, now you can because you can go out through the Internet.

LEG. CRECCA:

Gotcha. That's what I thought, I just wanted to find out.

MS. JORDAN:

And I've also provided you with a second Suffolk County Government bar code that's on your memo, in case you're at a computer that doesn't have the Intranet you can go in.

LEG. COOPER:

Right.

MS. JORDAN:

But we would like to eliminate --

LEG. COOPER:

So I can put it on my newsletter and give all my constituents free access, I love it.

LEG. CRECCA:

I don't know about that.

LEG. COOPER:

Not that I would do that.

CHAIRPERSON FISHER:

Barbara, you can see that there's such an interest. I'm sorry that there are only two other Legislators here besides myself to see this.

MS. JORDAN:

Well, I have some extra packets, I can certainly leave those.

CHAIRPERSON FISHER:

Well, I was just speaking with Paul Sabatino, our Counsel, about this little soto voce here conversation that I really would like to see all of the 18 Legislators have this.

LEG. CRECCA:

I think that was Spanish.

CHAIRPERSON FISHER:

Because I think once you see -- that was Italian.

LEG. CRECCA:

He said Italian, I said it was Spanish, but I was just going with the Vilora thing, so.

CHAIRPERSON FISHER:

Now, I would love to see all of us have a demonstration like this, let's say, during a lunchtime at a Legislative meeting --

LEG. CRECCA:

Well, I was going to suggest --

CHAIRPERSON FISHER:

-- at 12:30, 12:45.

LEG. CRECCA:

Right.

CHAIRPERSON FISHER:

Because, Barbara, there's such a tremendous interest in this and I don't think -- we saw this happen at the high school, Barbara came to the high school where I teach where I had spoken about this and there were people who had gone through orientation that were telling people about it, but until you see a demonstration, and of course it's not going to be Barbara who's going to be doing it everywhere, but eventually we want people who are as interested in it as we are spreading this knowledge. It's just important that people know that it exists, that it's such an important outreach.

I think if all Legislators, number one, knew it existed and had the interest and gave the support, that would be fabulous. And one of the -- a part of the vision that I had, Barbara, if you remember early on, and I know I had spoken with Tom about this as well, was that I

wanted to see kids create as a link to their home page, pull down many of the resources here that would be available in their area, you know. Kids in Setauket could go on the geographic area, see what resources are available, if not everything is available in Setauket then they would have to look at outside of the geographic area for a hotline or, you know, something very specific. But have some kind of incentive, you know, a Legislative incentive, whoever builds the greatest weblink to their high school home page and reward the kids who do it, not even the best one but whoever does it, we can acknowledge them here in the Legislature. Because we've put \$20,000 in it which isn't a lot of money, but for \$20,000 we could conceivably have hooked up every high school kid in Suffolk County to this resource.

LEG. CRECCA:

If I could make a suggestion, Madam Chair, to your first comment there. What I would suggest is so that -- to sort of maximize, if we could set up a training session for CRD to come in and not just have it for our Legislative staff because there's probably only going to be somewhere between 18 and 36 people coming to that, why not open it up, someone can speak to the County Executive for the department so that memo goes out to department heads and maybe they can have a representative from their departments.

MS. JORDAN:

We actually did do that at one point, but I think there's a lot of transition, it probably would be wonderful to include --

CHAIRPERSON FISHER:

We did have a retirement incentive, Barbara.

LEG. CRECCA:

Yeah. But the idea being is that if we're going to do it in an auditorium like this, rather than have 18 people here, get more bang for our buck in the sense that you don't have to present --

CHAIRPERSON FISHER:

Well, I thought to get the Legislators we'd have to do it on a Legislative day.

LEG. COOPER:

(Inaudible) colleagues there.

LEG. CRECCA:

No, that's true, you're not going to get the colleagues there.

CHAIRPERSON FISHER:

But we could invite other people to come.

LEG. CRECCA:

But there's no reason to say if we're doing it 12:30 that we can't open it up to department heads and stuff.

CHAIRPERSON FISHER:

We can open it up, sure.

MS. JORDAN:

That's great.

CHAIRPERSON FISHER:

Barbara, we'd love --

MS. JORDAN:

Would you like us in the interim to send packets like this to all of the Legislators who are not here or should we wait?

CHAIRPERSON FISHER:

I think we should wait until we have the presentation, because we get so much paper that I don't -- because I have sent out this information, not the big packet but I've sent out information about this and it just doesn't reach people. We get such volumes of paper --

MS. JORDAN:

Okay.

CHAIRPERSON FISHER:

-- every day in our offices. That I think you need the visual impact, I think you need the human impact and I need -- I think we need to see -- we can ask people to bring their laptops so that they can, you know, get on themselves and play the way we did in the media center at the high school.

MS. JORDAN:
Right.

CHAIRPERSON FISHER:
I think it's exciting. I think it's a wonderful tool and I think there's been a lot of input. I think Suffolk Community Council has been helpful, CrissCross really turned me on to it because I was looking for a place where we could see a networking, a place where there's a clearing house of information and CrissCross really was a great help in helping me understand that this existed. So we have to keep moving it forward.

MS. JORDAN:
There really is a collaboration of a lot of people's work over a good number of years, there's been tremendous input on the development of this.

CHAIRPERSON FISHER:
So we'll plan it.

MS. JORDAN:
Okay.

CHAIRPERSON FISHER:
Okay? I'll put it together for one of the Legislative meetings.

LEG. CRECCA:
Great.

CHAIRPERSON FISHER:
And if you can help me spread the word because --

LEG. CRECCA:
Absolutely.

CHAIRPERSON FISHER:
-- you know, I don't want to be the single voice crying in the desert.

LEG. CRECCA:
No, that's great. Thank you very much, Ms. Jordan.

MS. JORDAN:
Thank you.

CHAIRPERSON FISHER:

Thank you, Barbara. Okay. Mr. Hollander and Dr. La Lima, would you mind coming forward in case -- so that we can talk a little bit about the college?

LEG. CRECCA:

And can we get the lights back on?

CHAIRPERSON FISHER:

No, this is very pleasant and soothing.

LEG. CRECCA:

I'm falling asleep.

CHAIRPERSON FISHER:

I was going to light some candles.

MS. LO MORIELLO:

It sets a whole Valentine mood.

LEG. CRECCA:

I haven't gotten anything for my wife yet, so I'm still open for suggestions if anybody has any ideas.

MR. SABATINO:

Money or jewelry.

LEG. CRECCA:

I think Paul's got it down, money or jewelry.

CHAIRPERSON FISHER:

No, never money.

LEG. CRECCA:

Oh, you don't know my wife.

CHAIRPERSON FISHER:

We have distributed a letter here from the college for everyone. We do have the issue that we've been talking about regarding budget review's numbers also that we wanted to talk about a little bit with

regard -- vis-a-vis the shortfall. And I went to the Trustees meeting and there was a little bit of discussion about how the cut in the advertising might have had an adverse affect on student registration. So any one of those things that you would like to address, Dr. LaLima.

MR. LA LIMA:

Okay. Is this on? Yeah. Well, let me start, first of all --

CHAIRPERSON FISHER:

And by the way, thank you for being here.

MR. LA LIMA:

Oh, no, my pleasure. I told you I would try to be here if I'm in the area and I intend to honor that commitment.

Let me begin, first of all, with the current semester. We're into the second week of evening classes this week and the beginning of the third week of day classes, so we don't have official enrollment counts, under the State rules we have to wait for the three weeks of classes in each session to be completed and then we take a census. As of the moment, our Spring enrollments across the college up 1.2%; in the Fall we were down 1%. The budget was built on a projection of 1% increase for the year. So it looks at this point that if the numbers hold, the Fall/Spring will somewhat be a wash to leave us flat which would mean we would be about 1% below budget because, again, budget was built on a 1% increase.

Of course, we still have Summer session and we don't know where that will go. That's where advertising will be very important. We think the Spring enrollment jumped a little bit because we were able to put out a full schedule of courses through a County wide distribution which we were not able to do for the Fall semester and that may have contributed to that slight increase of 1.2%. We would like to do a little more marketing. We're not able to do too much because, as you know, the budget was severely restricted to the extent that we have funds, we spend a lot of that money internally on documents and brochures and things that have to be used by students who are already at the college. But again, that's a lesser issue.

With respect to the shortfall -- and Mr. Hollander, one of our trustees who is very, very actively involved with looking at the budget and keeping an eye on where things are and he may want to make comments I think. We had a plan put together which I believe we had described to some extent and that plan is now under way. We won't really know, you know, how well it's working financially until we see hard numbers. The accounting people like to see the actual financial figures come out rather than what we project them to be and they believe it will take about two payroll periods to see whether or not the reductions are being realized. So we would expect about a month from now we'll have what we call hard numbers rather than soft numbers, right now they're projections.

But what we did do is we took a hard look at the academic schedule and we found that the department shares really had a schedule that was larger than the enrollment justified and they were able to scale that back so that it's more proportionate to the enrollment figures, and we

believe that will produce a significant savings. We reduced some other areas of expenditures. We put what you might call a freeze or a hold on spending in certain areas that are discretionary, at least we

put a floor on it so that there would be no spending below a certain point unless we see we're out of the woods on the situation and then we would release that remaining money in those accounts.

We believe this will bring us, you know, to at least a neutral position because, again, all this is projected to next August. We really don't now exactly how all this will go, but we think what we've put into place should significantly mitigate any problem and hopefully totally eliminate any problem. We will continue to monitor it very carefully, I know Mr. Hollander will be asking us for continuous reports and be looking at the financial position.

A big part of the problem resulted from a shortfall in revenues, that's really where the significant portion of the problem occurred. And the revenue fall off was due, again, to the enrollment in the Fall being off 2% from the budget. The financial people basically used the Spring and Summer flat; in other words, they didn't project any increase or decrease and worked off the Fall numbers in order to do their projections of a shortfall of one million plus dollars in the revenue side.

So, again, if the enrollment figures continue to be positive and hopefully move up and we have a whole new pattern for the summer, we've put together a whole new type of summer schedule which we believe will strengthen the summer program. If those enrollments are up, that also will help to mitigate problem.

The other area, of course, is our active pursuit of what you might call business at the new Health and Sports Center, or Sports and Convention Center as we've come to call it, at the west. We're seeing a lot of activity at that new facility, I think some of you have visited it. We have been having thousands and thousands of students per day come from high schools by bus and engage in track meets where we rent the facility at a substantial rate every day. We've also had pool meets where we've rented the pool to high schools. We're hoping to generate a lot of revenue out of that. In the first year with a limited marketing budget, we hope to hit a half of million dollars in revenues, those will be unappropriated for purposes of spending but we are hoping that if we should have a shortfall that we would be able to come back, have those monies dropped into our reserve account and plug the gap with the existing fund balance.

CHAIRPERSON FISHER:

Is that venue used at all for marketing of courses? Are there -- I'm sorry, is my mike on?

MR. LA LIMA:

No, that's all right. I didn't hear the beginning of that.

CHAIRPERSON FISHER:

Is the sports complex used as a venue for marketing? Are there posters with the course offerings, are there people there maybe giving out information?

MR. LA LIMA:

Yes. As a matter of fact, what I've done, I've authorized as an exception to all the savings plans in that area, anything that would contribute to marginal revenues I've authorized expenditures, both in terms of part-time personnel and any other marketing activities that they can engage in. As long as they can come to me and give me reasonable proof that they will be increasing the revenues marginally, then I would encourage that and would authorize the spending in those areas where in others we might not.

CHAIRPERSON FISHER:

So they're using that captive audience of high school kids to tell them about the programs and market the fabulous programs we have?

MR. LA LIMA:

Absolutely. It's a very exciting place and I've been there while these kids are there for these track meets and the swimming meets. A lot of the benefit of this will come next year and the year after because these are kids who are maybe juniors in high school and they're bringing back very positive images of the college. And frankly, we have had people come in and say wow, they haven't seen something like this even at some of the major universities. So it's having a very positive impact, very much in contrast to what we used to hear when people went to the Western Campus, it used to be negative. So we do think that's going to build and build and have a momentum.

At the moment it's having a positive impact because we're bringing in senior residents, I don't mean that to mean 60 and over but I mean, you know, people who are out of college and engaged in other activities in their life, and they're coming in and they're just going back raving about the place. So it's giving us very good PR throughout the County. The revenues being generated we hope are going to be significant and we have also opened a health club and the health club is open to the public and there's a rate structure, and it's very reasonable and attractive and as more people come, you know, again we'll build a revenue base from that part of the activities.

CHAIRPERSON FISHER:

And all the County employees were told about that.

MR. LA LIMA:

I believe we've gotten the word as best we can out there.

CHAIRPERSON FISHER:

In the paychecks.

MR. LA LIMA:

I know, I think they've done it.

CHAIRPERSON FISHER:

Yes, there was something in the paycheck, right?

MR. LA LIMA:

Yeah, I believe there was information that the County put out for us. We've advertised in Newsday, in Limited Editions around the campus to

encourage membership and we've already gotten somewhere between 200 and 300 paid members into the club, hopefully next year we'll have about a thousand paid members in the club, and of course all the other ancillary activities that are going on throughout that facility. So that's another side of this whole issue, that's a very positive promising side. And we hope it will also generate new FTE's, new full-time equivalent students for the college, because the image of any one campus has an effect that goes beyond the campus. The Western Campus at one time was a negative impact on all of Suffolk Community College, people would come there and see that and that was the image they went away with and that was the image that they conveyed to others about Suffolk Community College, very negative. We have turned that around.

That campus now I believe is a model and I think the more we can showcase it I think the better off we'll be, both as a college and I think as a County. We've just been designated by SUNY as the Long Island training site for distance learning for all SUNY units. So that's a very distinguished recognition of what we're doing at the college. And again, we think if that word gets out it will help to generate additional FTE's.

You know, rather than continue on, Mr. Hollander may want to say something and you may have questions.

CHAIRPERSON FISHER:

Yes. Legislator Crecca has a question.

LEG. CRECCA:

Yeah, actually I have two questions. One is a suggestion and I'm really stealing off an idea you just brought out. Since there is so much traffic going through the new sports and convention complex, I think one of the things that Legislator Fisher was suggesting may not be a bad idea, for the college to invest in some sort of like media board or like you often see in a mall or a shopping center where you can -- you've got everybody walking through there where you can sort of tout not just the college or your adult education program or things like that. I mean, I hate -- I'm not saying put billboards all over but, you know, if they're nice looking, sharp looking signs --

CHAIRPERSON FISHER:

Electronic boards, too.

LEG. CRECCA:

Whether it's electronic board or --

MR. LA LIMA:

An electronic media board.

LEG. CRECCA:

Right, or even not an electronic media board, the things that you see

in the malls now that change the poster things.

TRUSTEE HOLLANDER:
Kiosk?

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LEG. CRECCA:
Kiosk, thank you very much.

MR. LA LIMA:
Oh, yeah. As a matter of fact --

LEG. CRECCA:
You can tell my media background is just -- but you have a guy over there sitting next to you who should know a little bit about this stuff.

CHAIRPERSON FISHER:
Knows a little bit about marketing.

LEG. CRECCA:
That's right, so I think use that resource. That was a suggestion. My question goes to in reading the memo from Budget Review, I'm a little concerned, we budgeted 35 positions, 21 faculty positions, 14 administrative and support personnel services; according to the memo, none of those have been filled.

CHAIRPERSON FISHER:
No.

MR. LA LIMA:
Oh, no, that's incorrect.

LEG. CRECCA:
Okay. That's what it says in the memo. Because I had thought that there were 16 position filled in the full-time faculty.

MR. LA LIMA:
Sixteen of the new positions were filled.

TRUSTEE HOLLANDER:
Sixteen of the 21.

MR. LA LIMA:
The board froze five at the beginning of the year.

LEG. CRECCA:
Okay, that's what I thought.

MR. LA LIMA:
Waiting to see how the fiscal situation was going to work out.

CHAIRPERSON FISHER:

It says not all of them were filled.

LEG. CRECCA:

I apologize and I did misread it, it does say not all of them have been filled. So we have 16 filled there and what about the 14 support staff?

MR. LA LIMA:

All those positions were filled.

LEG. CRECCA:

Okay. So it's just the five full-time that we froze. Okay, I apologize then. That was my question, I apologize to Budget Review for reading that wrong. You guys were right again, I have yet to find a time that you're wrong, but we will one day.

MR. LA LIMA:

Another thing I want to point before I forget. Year we hosted at the Ammerman Campus the first time on Long Island the Robotics Competition which brings high schools together where student teams work with local engineers and educators --

CHAIRPERSON FISHER:

Did that happen or about to happen?

MR. LA LIMA:

Well, we had it last year for the first time --

CHAIRPERSON FISHER:

You did have it last year, okay.

MR. LA LIMA:

-- at the Ammerman Campus. We were the first college in the metropolitan area to engage in this activity and you don't get that very easy, they're very fussy where they'll allow this to go. It was very successful in the first year. We had 23 teams, most from Long Island and another handful from different -- we had a Texas team, we had a Connecticut team, we had a Puerto Rican team, and it was very successful. So this year we're holding it at the new center at the west and this year there will be somewhere around 35 to 38 teams engaged, there will be thousands of people. I strongly urge you to stop in, it's the most exciting event that you could see. These are robots designed and built by students with the help of some engineers and they become robotic gladiators and perform in an athletic competition that is not known to the students until the time for the event. So it's a really exciting thing. It's on March -- I believe March 9th and 10th so, you know, if you keep that in mind, you can walk in and walk out, you don't have to stay. There's bands, there's cheerleaders, there will be thousands of students and people.

LEG. COOPER:
Cheerleaders?

MR. LA LIMA:
Yeah, it's incredible.

LEG. COOPER:
We'll be there.

CHAIRPERSON FISHER:
It's not extreme football, Jonathan.

MR. LA LIMA:
You've got to see it, it's great. So again, it's a great PR opportunity for Suffolk Community College.

CHAIRPERSON FISHER:
Now, did it bring in a lot -- I know how the competition works with private enterprises sponsoring different schools. Did it bring in a lot of different companies to Long Island?

MR. LA LIMA:
Yeah. Every team has a sponsor which is a corporate sponsor and they work with -- it's a high school, it's a corporate sponsor and then there's usually some additional help from some engineers that come from different companies.

CHAIRPERSON FISHER:
Legislator Crecca, did you have anything else?

LEG. CRECCA:
I'm done. Thank you, though, that answered my question.

CHAIRPERSON FISHER:
Legislator Cooper?

LEG. COOPER:
Sal, I don't know whether you had covered this but I was curious as to what the size of the student body was currently compared to, let's say, the same time last year, student population.

MR. LA LIMA:
You're talking about head count?

LEG. COOPER:
Yes.

MR. LA LIMA:
Head count, I don't have the exact number in my head, they came out

with a new report just yesterday. It's just under 18,000, it's 17,600 or something like that head count.

LEG. COOPER:

And last year it was approximately what?

MR. LA LIMA:

Okay, he has the last week's one, last week would be a little less than this. Oh, it's not too bad, it's pretty close, it's 17,432 a week ago. That's what we call an unduplicated count; unduplicated means the same student who might be going to Ammerman for two days and west two days is counted only once, it doesn't get counted twice, so it's about 17,500. It's a little higher I believe because the evening registration, late registration continued and that's just ended, so the new report will be --

LEG. COOPER:

And Sal, this compares to what last year, approximately?

MR. LA LIMA:

What was last year's? It was a little higher than that I believe last year. Last year it was at -- oh no, it wasn't, last year was 17,300,

this year it's -- again, last week's, 17,400, about a little less than a percent higher this year.

LEG. COOPER:

And so what accounts for this tuition shortfall?

MR. LA LIMA:

Well, the tuition shortfall that you see in the report was based on Fall enrollment. The Fall enrollments were off by 1%, the budget was built 1% over the previous year so you have a gap of 2% in there when you look at the budget figures. Now again, what they did is they extrapolated the Fall numbers through the year.

LEG. COOPER:

Okay.

MR. LA LIMA:

Now, what we're seeing in the Spring is that the Spring is actually up, that will mitigate part of that problem. If the summer is up it will mitigate it a little further. So, you know, there's a possibility that the revenue shortfall will be less, there's a possibility the shortfall might be bigger, we don't know for sure. But right now the spring numbers are a little more promising and we're going to work hard to get those summer figures up. So hopefully we'll reduce part of that revenue shortfall.

CHAIRPERSON FISHER:

Now, another -- oh, did you have another question?

LEG. COOPER:

No, thanks.

CHAIRPERSON FISHER:

Another part of the shortfall question came from a miscalculation in payroll. I'm sorry, Michael, did you have a statement that you want to make first?

TRUSTEE HOLLANDER:

Well, not particularly a statement but, you know, it seems along the way when I've been here as a Trustees the question always comes up about whether the Trustees have a clue of what's going on. So that was my main reason to come here today, to let you know that we do have a clue and that all of the information that the president is talking about or that you heard Chuck talk about at your last meeting is coming from meetings that the trustees are having with the college. So I've been having meetings with Chuck Stein as the one that deals with the financial stuff and speaking with the president and doing those kinds of conversations. It's the Board of Trustees who, for example, pushed for a monthly projection of where we are. Looking at the deficit started with the Trustees. Now, that's not to say the college doesn't think of this stuff. What it means to say is the Trustees have a job and one of our prime jobs is to ensure we make the budget, so that when you adopt a budget we're supposed to stay within it, okay, and that's one of those fundamental business beliefs that are out there.

So as part of that process, each month we get a report and it was in December when we were told that we were looking at a projected 794,000 shortfall. And based on that, we asked the college to put together a set of contingency plans for how they were going to deal with it saying to them that being short was unacceptable, that you had to fidget at budget. And that if the Legislature took an account, and we'll take bank fees and they go from 200 to 150, you have to manage it within 150, you can't go above the 150 unless there's a problem, then you tell us and then we in turn want to tell you.

So one of the other things the Trustees did in January was instruct them to come to your last meeting and to make sure you were told, which is different than prior years, that we were in -- we looked at a projection of 794. Now, we didn't do that to get everybody crazy, we did it as a way of informing you that as of a certain date, based on their projection, that's what it looked like. And as Sal mentioned, every week they get a different enrollment figure and every time they tack that enrollment figure and put it into the formula for the shortfall it's going to change. So if it's a million forty thousand at one point, it could go up or down the next time based on a change in enrollment or in a change in the segments, maybe there's more

full-time instead of part-time or whatever the changes may be. But we're aware of that.

The contingency plans that were put in we're aware of, we pushed for them. When you see a contingency plan for a holding back on 597,000 in FF&E, that's the Trustees telling the President you can't spend that money unless you come back to us and talk to us. So if you come back to us and talk to us and you say given at a certain date the enrollment looks better, this looks better and instead of seeing a shortfall we're starting to see positive, then we as Trustees would say okay, let's spend a little of the money that we put aside because we can't -- I don't believe we're supposed to come to you and tell you we had a shortfall. And this started with last year, by the way. Because last year when we were preparing the budget, as I remember it, we saw a projection that said everything was okay and that was how we prepared the budget which basically starts in March.

CHAIRPERSON FISHER:

Uh-huh.

TRUSTEE HOLLANDER:

By the time we rolled into July or August we were looking at a loss of I'm going to say 294 or \$300,000. Obviously, there's not much to be done in June or July about fixing a loss, it's not going to happen. And that's one of the reasons, although they're talking about a census that comes up in February to know where they are, the Trustees really can't wait till the end of February to have them not spend money. Ti's got to be -- you've got to stop spending money now based on the projection and then if you make the number we'll let you spend it because by the time you turn around it's going to be March and it's going to be too late to save the money and we're always going to be in a fix.

And last year, in fact, after we projected the loss that we thought we were going to have, by the time they finished the preliminary audits in September or October the number had even jumped almost to five or \$600,000. So there were clearly some things going on that we didn't --

CHAIRPERSON FISHER:

Was that payroll or --

TRUSTEE HOLLANDER:

You know, I don't remember.

CHAIRPERSON FISHER:

Okay.

TRUSTEE HOLLANDER:

I just remember it at this particular second as some of the things that got us into looking more carefully at the budget and how it was enacted and followed by the college. So we looked real closely at those pieces to try and come up with ways to mitigate the circumstances.

When you talked about advertising before, it's true, the Legislature cut out part of the advertising budget, but you cut out additional things we were asking for. We stayed within the number you gave us. We told the college as Trustees, if you find that the money that they gave us was not adequate and there are things you need to do, we want to know that and then we will go back to the Legislature and say to you, "This is what is going on and this is what we think we need to do." As of yet we haven't been asked by the college to come back and do that. There was one area when we were at the budget hearing, and it's in the plan, where we have that 225,000 shortfall in health insurance.

CHAIRPERSON FISHER:

Yes.

TRUSTEE HOLLANDER:

And that was one of the areas where you did tell us if we have a shortfall or a problem to come back to you, and eventually somewhere along the line we will come back to you and say to you that was one of the things that we talked about and that appears to be a shortfall.

But other than that, you just need to know that we're doing it, that the Trustees are aware of what's going on. I have also met with the Budget Review Office, Tom Cunningham, so he and I have -- in fact, I usually come to him a day or two or the same day after I meet with the college and we compare notes to sort of see if we're in sync and we're out of sync, and if we're out of sync I'll go back and ask some more questions or he'll ask some more questions. You know, I read through his report and I believe it fundamentally is what's happening. And that until we finish the census we won't know exactly where we are, but we can't wait till the end of February to tell them not to do something.

CHAIRPERSON FISHER:

Uh-huh.

TRUSTEE HOLLANDER:

You're also going to hear somewhere along the way the fact that we cut out sections, okay. So somewhere somebody is going to tell you they cut out sections and somebody's not getting in a class and somebody is getting deprived in it.

CHAIRPERSON FISHER:

In fact, I spoke about that with a couple of the Trustees.

TRUSTEE HOLLANDER:

Okay.

CHAIRPERSON FISHER:

Because there had been calls to my office that sections were being cut out and we did -- and then I looked at where the cuts had to be made and there were some sections that were cut.

TRUSTEE HOLLANDER:

Yeah. There's a -- we made it very clear at the --

CHAIRPERSON FISHER:

And some classes were made larger.

TRUSTEE HOLLANDER:

Yes. We made it very clear at the last Trustee meeting and what we told them is that there's an organization chart for how they deal with it, we have rules that say there has to be at least 12 people in a section, if not it's supposed to get canceled. But it clearly says that the Dean of Faculty gets to review it first and if they think there should be an exception it goes up to the Executive Dean and then goes up to Jim Cabbuff and he gets to make the final decision. We have empowered him to make the decision to keep the class if he feels, given everything he's been told, that the class should be there. So if it's Biology 51 that was held last semester and the people need Biology 52 and he believes it should happen, he doesn't need our permission, he can agree to keep it. But if he were to look at it and find out that there's an MA 27 mathematics class and there's a 10:30 to 11:30 section with seven people in it and there's an 11:30 to 12:30 class with six people in it, he has the ability to say you know what, let's get rid of one section and combine it and he has the ability to make those decisions. And that we want him to have because if we just allow the college at the lower levels to creation sections and just keep it going, we can't control the payroll, it's impossible, because all it means is every time they add sections and we can't control it, the expense is going to be there and no way to deal with and we're going to be over budget. So we tell them they have to stay within budget, they have to stay within the rules. But if in the course you believe at your level, Jim Canniff, that it needs to stay, you can make that decision. But we want you then to come to us and we want you to tell us what you kept that was out of what we talked about so that if there's a problem we can come back to you, and we specifically told him and to tell you, you know what, we found out that we had to keep 50 sections and we're going to be over budget by \$70,000 and this is the

reason we did what we did based on that. Because we're not looking to deprive anybody the ability to take a section, but that's not the same as telling them look, instead of going at 10:30 you need to take an

11:30.

CHAIRPERSON FISHER:

Uh-huh.

TRUSTEE HOLLANDER:

So that's the story on sections, because as soon as I said it at Trustee meeting I saw the faces go up and they weren't -- the whole rhyme had to do with the fact that you just can't arbitrarily put in the sections. I think that's it.

MR. LA LIMA:

He had some good points there.

CHAIRPERSON FISHER:

It seems that if we continue in this manner where the college is speaking to the Trustees, the Trustees are communication with Budget Review, I'm speaking with Budget Review, I'm speaking to the college and I'm attending Trustees meeting, then we should have a closed circle where the information is being clearly disseminated and that we're all hearing the same story.

TRUSTEE HOLLANDER:

Right, and that's what we -- that's the goal that we promised at the budget meeting, was that we would ensure that you were kept up to speed from a Trustee's point of view. And we've instructed them to make sure you know what's going on, and to ensure it we go and tell them ourselves to make sure.

MR. LA LIMA:

The number of sections that Mr. Hollander was talking about, what we found when we were analyzing the financial situation was that the department chairs had bloated the schedule and that there were significantly more sections than the enrollment justified. We look at a utilization rate and that's how we can tell, that's a pulse, and we saw the utilization rate drop which told us that there were too many sections relative to enrollment. And when we began the look, what we simply did is we went back, we said to the department chairs, you people are supposed to be managing the schedule, go back and examine your schedule and any courses that don't meet the criteria that the board has set and was set back in the 70's, we said we want that corrected. So that anything you heard about section cuts really is fat, it was no muscle cut. And we have made it clear to the department chairs that we're going to ride hard on them. I've instructed the Vice-President and the Executive Deans that I won't allow that, those department chairs will be removed.

In the last negotiations with The Guild, we had in the previous contract the commitment to keep the department chair on for a full-time three year term regardless of performance. In the recent contract we negotiated that out so that they serve at the pleasure of

the President, and we did that deliberately because we want them to understand that they have a managerial responsibility and a fiduciary responsibility.

And if they can't manage, then they should just teach and not attempt to take on a management roll. And this is one of the things we found, that some of the people were being very careless and now when you hear cut it sounds like you're doing something atrocious but we're not, really taking steps that we shouldn't have had to take had they been more responsible in the way they built those schedules.

CHAIRPERSON FISHER:

Were these bloated schedules part of the reason why we had the payroll projections overrun?

MR. LA LIMA:

That would contribute to the payroll problem because, in effect, you're bringing so many additional people into the classrooms for classes that instead of being optimately enrolled are minimally enrolled. And you have excess sections of classes running and every time you run an excess class you have a direct cost of an instructor -- and this would not be a full-time instructor, a part-time instructor -- of approximately \$3,000 for a class. So, you know, if you if you have 200 classes over what you should have, you're talking about \$600,000 in marginal costs that shouldn't be there. So these are some of the problems and we're going to be doing new ways of scheduling and new management workshops for the department chairs.

You have to understand, in the last few years we've gone through a lot of restructuring and there's been a lot of changes and it's going to take a little while to shake out some of the problems from the restructuring.

CHAIRPERSON FISHER:

Will you be doing an analysis as to whether you're losing students because of cutting classes?

MR. LA LIMA:

Well, as you can see, the enrollment went up.

CHAIRPERSON FISHER:

The enrollment went up, okay.

MR. LA LIMA:

Enrollment did not go down.

CHAIRPERSON FISHER:

Okay.

MR. LA LIMA:

What happens is we notify -- any time we have a class cancellation, and we try to do it as early as possible, that's one of the things we've avoided is waiting until the eleventh hour --

CHAIRPERSON FISHER:

To adjust schedules then.

MR. LA LIMA:

Yeah, because then it's very bad for the student, you know, you don't give them enough time to be notified, come back and modify the schedule. So we try to make that decision a few days before, notify the students, we try to call them all by phone and if we can't reach them by phone we send a letter. And we notify them that certain class has been cancelled, if you come back in we'll help you reestablish that course in a different time slot or rebuild your schedule in a new way. But we provide all those services directly and we try to make a direct communication with every student so they're not wandering around, you know, saying what happened to this class.

CHAIRPERSON FISHER:

Thank you.

TRUSTEE HOLLANDER:

It's something we should -- we should know, we should look at that. And if I remember right, what Chuck told me is that we do, but now we have to really look at it closer to see if we take a class away, do you still stay enrolled and do something else, do you find another class?

CHAIRPERSON FISHER:

Yeah, that's what I was talking about.

TRUSTEE HOLLANDER:

Right, but we're going to look at that because we know that could be in effect. But from what he told me, based on the add/drop stuff that he thought it was minor, but I don't know that documented.

CHAIRPERSON FISHER:

Right, that would be reflected in the add/drop documentation.

TRUSTEE HOLLANDER:

Right, that kind of stuff. But it appears to be that mostly the sections just make it -- give it more teaching time.

CHAIRPERSON FISHER:

Okay, thank you. Are there any other questions? Thank you very much for being here.

LEG. CRECCA:

Thank you, very informative today.

MR. LA LIMA:

Thank you.

CHAIRPERSON FISHER:

We'll look forward to seeing you next month. Do you have February break at the college?

MR. LA LIMA:

We have a spring break, yeah. I don't know if I have it in this book marked or not.

CHAIRPERSON FISHER:

Public schools are off next week, so I --

MR. LA LIMA:

Yeah. No, we don't have that. No, we're closed the week beginning Passover through the following week ending Easter because they come a week apart this year. So when we say closed, we're not closed.

CHAIRPERSON FISHER:

So we'll see you before you have a vacation.

MR. LA LIMA:

There's no classes, we're open all the time, we're open 52 weeks a year.

TRUSTEE HOLLANDER:

Also, I came because you had asked me to. So it wouldn't be my intention to come every time.

LEG. CRECCA:

Thank God. I mean, no, I'm only kidding.

TRUSTEE HOLLANDER:

Yeah, I know. But if you would like me or somebody else, just let us know and I'll be glad to come.

CHAIRPERSON FISHER:

Okay.

TRUSTEE HOLLANDER:

But other than that, the President should be able to deal with all the other things.

CHAIRPERSON FISHER:

But I was glad that you were here because we had the memo from Budget Review, I wanted you to comment on that and you did and so we didn't have to get into, you know, a whole question and answer.

TRUSTEE HOLLANDER:

We also wanted you to know -- the other reason was to let you know that the Trustees have a clue.

CHAIRPERSON FISHER:

That process.

TRUSTEE HOLLANDER:

It's not like we're devoid of what's going on and it's a runaway animal, it's \$104 million. But, you know, we have an idea but getting your hands around \$104 million operation where 84% of the stuff is payroll isn't the easiest.

CHAIRPERSON FISHER:

Well, thank you for being here.

MR. LA LIMA:

Thank you.

LEG. CRECCA:

Thank you. Motion to adjourn

LEG. COOPER:

Second.

CHAIRPERSON FISHER:

The meeting stands adjourn.

(*The meeting was adjourned at 3:07 P.M. *)

Legislator Vivian Fisher, Chairperson
Education & Youth Committee

{ } - Denotes Spelled Phonetically

